

## Assessment Fact Sheet: Words Their Way Spelling Inventory

<b>Assessment</b>	Words Their Way
<b>Edition</b>	4 <sup>th</sup> Edition (preferably)- 2008
<b>Form</b>	<p>K*-2<sup>nd</sup> Grade: Primary Spelling Inventory (PSI)**</p> <p>3<sup>rd</sup>-5<sup>th</sup> Grade: Elementary Spelling Inventory(ESI)***</p> <p>Upper Elementary Spelling Inventory(USI)</p> <p><b>Notes:</b></p> <p>*Kindergarten can use first 5 words at beginning of year (optional)</p> <p>**If student spells more than 20 words correctly on PSI use ESI</p> <p>*** If student spells more than 20 words correctly on ESI, use USI</p>
<b>Materials</b>	<u>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction.</u> Bear, Invernizzi, Templeton, and Johnston. Fourth Edition
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To assess students' knowledge of key spelling features that relate to different spelling stages.</li> <li>To understand where to begin instruction in word study and spelling for each student.</li> </ul>
<b>Who should administer?</b>	Classroom teacher
<b>When should it be administered?</b>	<p>Fall: by Nov. 4</p> <p>Winter: by Feb. 10</p> <p>Spring: by June 8</p>
<b>Testing context</b>	Whole group setting. Do not let students study words beforehand, and do not review or teach from the list of words afterwards. Can stop testing if students miss more than 8 words on inventory.
<b>Time to administer</b>	Allow 20-30 minutes, reading sentences that go with inventory is not required but may be helpful to students.
<b>Administration</b>	<ol style="list-style-type: none"> <li>1. Ask students to number a paper (or hand out a numbered paper for younger students).</li> <li>2. Say to students: <i>"I am going to ask you to spell some words. You have not studied these words and will not be graded on them. Some words may be easy and others may be difficult. Do the best you can. Your work will help me understand how you are learning to read and write and how I can help you."</i></li> <li>3. Pronounce words naturally. Say each word twice. Use it in a sentence if it will help the student.</li> </ol>

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<b>Administration (cont.)</b>	<ol style="list-style-type: none"> <li>4. Move around room as you call out words to monitor student work and observe behavior.</li> <li>5. Collect papers when students are finished.</li> </ol>												
<b>Scoring</b>	<ol style="list-style-type: none"> <li>1. Make one copy for <b>each</b> student of the feature guide on page 267(PSI) or page 271 (ESI) and make one copy of the classroom composite sheet page 268(PSI) or 272(ESI).</li> <li>2. Establish a power score* (total number of words correct.) Mark each word right or wrong and then write the correct spelling besides the student's misspelled words. (*see page 34 table 2-2)</li> <li>3. Record the student's name and the date the inventory was given on each student feature guide.</li> <li>4. Look to the right of each word to check off each feature of the word that is represented correctly.</li> <li>5. Add up the checks in each column and record the total score for that column at the bottom of the feature guide.</li> <li>6. Add the total feature scores across the bottom to the number of words spelled correctly to get the total score at the top of the page.</li> <li>7. Instruction should begin in the spelling stage which correlates with the column on the feature guide that has two or more errors in it. (Pages 34-36)</li> </ol>												
<b>Helpful Resources</b>	<ul style="list-style-type: none"> <li>• Qualitative Spelling Checklist: CD-ROM good for all stages</li> <li>• Emergent Class Record: CD-ROM</li> <li>• <i>Words Their Way</i> 4<sup>th</sup> ed. pages 28-38: How to Administer and Score</li> <li>• <i>Words Their Way</i> 4<sup>th</sup> ed. page 19: Synchrony of Literacy Development which shows the reading/writing stages correlating to the spelling stages.</li> <li>• <i>Words Their Way</i> 4<sup>th</sup> ed. page 41: Example of Classroom Composite</li> </ul>												
<b>Benchmarks</b>	<table border="1"> <thead> <tr> <th><u>Grade</u></th><th><u>End of year benchmark (stage)</u></th></tr> </thead> <tbody> <tr> <td>1</td><td>Late Letter Name Alphabetic</td></tr> <tr> <td>2</td><td>Middle Within Word Pattern</td></tr> <tr> <td>3</td><td>Early Syllables and Affixes</td></tr> <tr> <td>4</td><td>Middle Syllables and Affixes</td></tr> <tr> <td>5</td><td>Late Syllables and Affixes</td></tr> </tbody> </table>	<u>Grade</u>	<u>End of year benchmark (stage)</u>	1	Late Letter Name Alphabetic	2	Middle Within Word Pattern	3	Early Syllables and Affixes	4	Middle Syllables and Affixes	5	Late Syllables and Affixes
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